

ABSTRAK

Pelangi Atha Amalya. K7614036. **PENGARUH KOMPETENSI PEDAGOGIK GURU DAN LINGKUNGAN TEMAN SEBAYA (*PEER GROUP*) TERHADAP PRESTASI BELAJAR SISWA KELUARGA MISKIN KELAS X DAN XI DI SMA NEGERI 1 SURAKARTA TAHUN ANGKATAN 2017/2018**. Skripsi, Surakarta: Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta, Juli 2018.

Tujuan penelitian ini adalah 1) untuk mengetahui pengaruh kompetensi pedagogik guru terhadap prestasi belajar siswa keluarga miskin kelas XI dan XI di SMA Negeri 1 Surakarta, 2) untuk mengetahui pengaruh lingkungan teman sebaya terhadap prestasi belajar siswa keluarga miskin kelas XI dan XI di SMA Negeri 1 Surakarta dan 3) untuk mengetahui pengaruh secara bersama-sama terhadap prestasi belajar siswa keluarga miskin kelas XI dan XI di SMA Negeri 1 Surakarta. Penelitian ini merupakan penelitian kuantitatif. Populasi penelitian adalah siswa keluarga miskin kelas X dan XI SMA Negeri 1 Surakarta Tahun Angkatan 2017/2018. Teknik pengambilan sampel adalah *Census Sampling*. Jumlah sampel adalah 105 responden. Teknik pengumpulan data adalah wawancara, kuesioner dan dokumentasi. Teknik analisis data yang digunakan adalah regresi linier berganda.

Hasil penelitian menunjukkan persamaan regresi berganda sebesar $Y = 24,760 + 0,605 X_1 + 0,905 X_2$. Koefisien regresi bernilai positif artinya kompetensi pedagogik guru berpengaruh secara positif dan signifikan terhadap prestasi belajar siswa keluarga miskin dan lingkungan teman sebaya (*peer group*) berpengaruh secara positif dan signifikan terhadap prestasi belajar siswa keluarga miskin. Hal ini berarti semakin baik kompetensi pedagogik guru mengakibatkan semakin tinggi prestasi belajar siswa dan semakin tinggi pengaruh lingkungan teman sebaya (*peer group*) mengakibatkan semakin tinggi prestasi belajar siswa. Berdasarkan hasil penelitian dapat disimpulkan bahwa (1) kompetensi pedagogik guru berpengaruh positif dan signifikan terhadap prestasi belajar siswa keluarga miskin yang ditunjukkan dengan nilai probabilitas $<0,05$ ($0,000 < 0,05$), (2) lingkungan teman sebaya (*peer group*) berpengaruh positif dan signifikan terhadap prestasi belajar siswa keluarga miskin yang ditunjukkan dengan nilai probabilitas $<0,05$ ($0,000 < 0,05$), (3) kompetensi pedagogik guru dan lingkungan teman sebaya (*peer group*) secara bersama-sama berpengaruh positif dan signifikan terhadap prestasi belajar siswa keluarga miskin yang ditunjukkan dengan nilai probabilitas $<0,05$ ($0,000 < 0,05$) dan nilai *R square* sebesar 58,1%. Hal ini menunjukkan bahwa 58,1% prestasi belajar siswa keluarga miskin dipengaruhi oleh kompetensi pedagogik guru dan lingkungan teman sebaya (*peer group*), sedangkan sisanya sebesar 41,9% dipengaruhi oleh faktor-faktor lain yang tidak dijelaskan dalam penelitian.

Kata kunci: kompetensi pedagogik guru, lingkungan teman sebaya, prestasi belajar, keluarga miskin.

ABSTRACT

Pelangi Atha Amalya. K7614036. THE INFLUENCE OF THE TEACHER'S PEDAGOGIC COMPETENCE AND PEER GROUP ENVIRONMENT TOWARD THE LEARNING ACHIEVEMENT OF STUDENTS OF POOR FAMILY OF CLASS X AND XI IN SMA NEGERI 1 SURAKARTA ACADEMIC YEAR 2017/2018. Thesis, Surakarta: The Faculty of Teacher Training and Education of Universitas Sebelas Maret Surakarta, July 2018.

The aims of this research are: 1) to determine the influence of teacher's pedagogic competence toward the learning achievement of students of poor family of Class X and XI in SMA Negeri 1 Surakarta, 2) to determine the influence of peer group environment toward the learning achievement of students of poor family of Class X and XI in SMA Negeri 1 Surakarta, and 3) to determine the simultaneous influence of the teacher's pedagogic competence and peer group environment toward the learning achievement of students of poor family of Class X and XI in SMA Negeri 1 Surakarta. This research is a quantitative research. The population of the research was the poor students of Class X and XI in SMA Negeri 1 Surakarta in the academic year of 2017/2018. The sampling technique used was Census Sampling. The number of samples was 105 respondents. The data collection methods used were interview, questionnaire, and documentation. The data analysis technique used was multiple linear regression.

The result of the research shows that the equity of the multiple regression is $Y = 24.760 + 0.605 X_1 + 0.905 X_2$. The regression coefficient is positive which means that the teacher's pedagogic competence is positively and significantly influential toward the learning achievement of the students of poor family and peer group environment is positively and significantly influential toward the learning achievement of the students of poor family. It means that the better the teacher's pedagogic competence is, the higher the students' learning achievement will be and the higher the influence of peer group environment is, the higher the students' learning achievement will be. Based on the result of the research, it can be concluded that: (1) the teacher's pedagogic competence is positively and significantly influential toward the learning achievement of the students of poor family which is shown by the probability value of <0.05 ($0.000 < 0.05$), (2) peer group environment is positively and significantly influential toward the learning achievement of the students of poor family which is shown by the probability value of <0.05 ($0.000 < 0.05$), (3) teacher's pedagogic competence and peer group environment simultaneously is positively and significantly influential toward the learning achievement of the students of poor family which is shown by the probability value of <0.05 ($0.000 < 0.05$) and R square value of 58.9%. It is shown that 58.9% of the learning achievement of the students of poor family is influenced by the teacher's pedagogic competence and peer group environment, while the rest which is 41.1% is influenced by other factors not mentioned in this research.

Keywords: *competence teacher's pedagogy, peer group environment, learning achievement, poor family.*